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TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM.

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THE TRAINABLE PROGRAM IS DISCUSSED IN TERMS OF CONTENT, SCHEDULING, PLANNING, AND RECORDS. PROGRAM CONTENT IS OUTLINED UNDER THE MAIN CATEGORIES OF BASIC HABITS AND ATTITUDES, CLASSROOM ACTIVITIES, SENSE TRAINING ACTIVITIES, SOCIAL LIVING ACTIVITIES, HEALTH-SAFETY-SCIENCE, MUSIC ACTIVITIES, AND HANDICRAFT ACTIVITIES. SCHEDULING A DAILY PROGRAM IS DISCUSSED AND A SAMPLE DAILY SCHEDULE IS PROVIDED. TYPES OF PLANS AND PLANBOOKS ARE ANALYZED. SIX SAMPLE UNITS ARE OUTLINED BY CONTENT AND ILLUSTRATIVE ACTIVITIES--(1) MYSELF, (2) WORKING WITH OTHERS - MYSELF IN THE GROUP, (3) UNDERSTANDING THE SCHOOL ENVIRONMENT, (4) UNDERSTANDING THE HOME ENVIRONMENT, (5) UNDERSTANDING COMMUNITY SERVICES AND FACILITIES, AND (6) HOLIDAYS. INFORMATION IS ALSO PROVIDED ON ANECDOTAL RECORDS, PARENTAL CONFERENCES, PROGRESS REPORTS, AND YEARLY PUPIL DEVELOPMENT SUMMARIES. (CG)

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TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM

BALTIMORE CITY PUBLIC SCHOOLS
DIVISION OF SPECIAL EDUCATION
THREE EAST TWENTY-FIFTH STREET
BALTIMORE, MARYLAND 21218

1964

ELEMENTARY SPECIAL CURRICULUM

FOREWORD

The trainable child is a very special child. He is the least endowed of all school children, and his teacher must be constantly probing and searching for evidences of ability. It is a fascinating and challenging responsibility to guide the trainable child, to teach him, to train him, and to see him gradually become a more adjusted and contributing member of society. Each skill which is developed as the school year progresses gives the child added strength and understanding. Every evidence of growth offers a thrill to the dedicated teacher.

The "Teacher's Guide for the Trainable Program" has been designed to offer help to the teacher. A carefully-planned program which contains the experiences which promote growth is the foundation of the trainable program. It is the responsibility of the teacher to plan for and provide the daily activities which offer the trainable child his chance to develop. His retardation limits, but does not stifle, growth. This guide book offers direction for the teacher in setting up the program and in understanding the trainable child.

Lois T. Murray
Supervisor of Special Education

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THE PROGRAM FOR THE TRAINABLE CHILD

I. Definition of the Trainable Child

The term "trainable" applies to the most severely retarded group of mentally handicapped children who are the responsibility of the public schools. This group of children has an approximate maximum I.Q. of .55, and a minimum of approximately .30. The limitations of the trainable child make it nearly always impossible for him to work with the more capable group of mentally handicapped children who are termed "educable" and whose I.Q.'s range from approximately .55 through .79. This latter group, organized in Opportunity Classes, can for the most part be expected to earn their living and adjust to society as responsible adults. The trainable group, on the other hand, will have to be thought of as dependent throughout their lives. Some may be able to work as adults in a sheltered workshop, but they, as well as the less able trainable children, will always have to have supervision.

II. Purpose of Program

The trainable program is dedicated to helping each child develop his potential. Within their severe limitations, every effort is made to train these children to become self-reliant, contributing members of society. The basic purposes are to present a program which will accomplish the following objectives:

A. Help each child develop health concepts which will contribute to his maximum growth and physical development
B. Help each child adapt to and participate in his home, school, and community environment
C. Help each child learn protective skills: number and language arts
D. Help each child become self-reliant
E. Help each child become socially acceptable
F. Help each child learn to make wise use of leisure time
G. Help each child develop any potential for employment of which he is capable

III. Criteria for Admittance to Program

Certain prerequisites are necessary for admittance to the program. The children are taught in small groups and must be able to show evidence to adjust to group living. While every effort is made to include all of the trainable group in the program, there must be minimal requirements for acceptance. After a trial period, each child must demonstrate the following abilities to be retained in the program:

A. Physical Abilities

1. Able to see and hear
2. Able to adjust physically to a group situation
3. Able to control toilet habits

B. Mental Development

1. Able to make wants known
2. Minimum M.A. of 2 years and C.A. of 6 years
3. Approximate minimum I.Q. of .30 (evaluation through individual study)

C. Social Development

1. Able to exercise prudence and respect in dangerous situations that may occur in school or classroom
2. Able to respond to group situations
3. Able to respect rights and property of others

D. Educational Development

1. Able to respond to group or personal directions
2. Able to react to measures of classroom control

E. Emotional Development

1. Reasonable degree of stability
2. Able to respond to measures of classroom control

IV. Criteria for Exclusion from School Program

It may become necessary after a trial period to exclude a child from the program. This is done only after every effort to help the child has been accomplished. The criteria for exclusion will evolve from one or a combination of the following situations:

A. Inability to relate and adjust to school environment
B. Mental and social deterioration
C. Has received maximum benefits

V. General Principles of Teaching

A. The teacher must learn to know each child intimately. This includes a thorough knowledge of the mental, emotional, social, and physical factors. The self-organization of the trainable child is often erratic. His skills may be relatively good in one area, and totally non-existent in another. Since the objective is a balanced personality, the learning experiences must be set up to strengthen weaknesses and to exploit strengths.

B. The teacher must always be alert for the signs of readiness. The trainable child progresses very slowly, and, unless the slightest changes are noted, an opportunity for advancement may be lost.

C. The teacher makes careful note of the child's spontaneous activity for a clue to his stage of development.

D. The teacher works along with the child from stage to stage. A more involved skill is presented very gradually so that security is not threatened.

E. Many successful repetitions are required for the child to acquire a skill. Progress is slow, scarcely detected. Repetitions must be pleasurable. The teacher's attitude plays an important part. Reassurance and recognition is needed because the children face great competition. One habit should be concentrated on until it is mastered.

F. A habit should be taught when child has need to learn the habit. Drill on skills for self-help should be for short periods of time scattered over frequent intervals. Many opportunities to repeat habit taught are needed (buttoning coat to go out to play). The teacher should talk on the skill and to offer reassurance.

G. The teacher should not assume that because a child has learned a skill in one situation, he may be able to apply it to another situation.

H. Consistence must be practiced at all times. The most efficient way must be determined, the routine set up, and then the routine must be practiced.

I. Interesting, attractive, and stimulating materials must be used to snare the trainable child's illusive attention.

J. Words mean very little except when being used with actual objects and experiences. The teacher must learn to use a vocabulary and sentence structure which the children understand.

VI. Content of the Program

A. Basic Habits and Attitudes

1. Health Habits

    a. Toilet habits
    b. Washing and bathing habits
    c. Eating habits
    d. Rest periods and sleeping
    e. Personal grooming

        (1) Methods of caring for clothes
        (2) Processes involved in dressing
        (3) Choice of clothing
        (4) Personal appearance: hair, nails, neat clothes

2. Safety Habits

    a. Methods for making the child safety-conscious
    b. Acquainting children with factors which endanger their safety
    c. Promotion of interest on part of the child in working for safety

3. Attitudes

    a. Practicing good manners in all situations
    b. Becoming more considerate of others
    c. Recognition of physical and mental limitations and adjusting to their limitations
    d. Respecting authority

B. Classroom Activities

1. Physical Activities

    a. Objectives of program

        (1) To develop coordination, good posture, and the use of and control of large and small muscles

    - (2) To develop leadership and attitudes toward good sportsmanship
    - (3) To develop skills for leisure time
    - (4) To learn to respect equipment and to play in regular play areas
    - (5) To provide opportunities for self-expression and personal confidence

- b. Group games

    - (1) Indoor and outdoor games

        - (a) Ring games
        - (b) Rhythm exercise
        - (c) Free play
        - (d) Ball games
        - (e) Rope games

- c. Individual games

    - (1) Indoor

        - (a) Puzzles
        - (b) Blocks
        - (c) Pegs
        - (d) Free play with toys

    - (2) Outdoor

        - (a) Ball
        - (b) Large toys: bicycles and wagons
        - (c) See-saws, swings, sliding boards
        - (d) Rope

2. Learning Activities

- a. Language development

    - (1) Objectives of program

        - (a) To provide means of expression and to develop self-confidence
        - (b) To improve speech
        - (c) To develop discrimination in language situations
        - (d) To develop flexible vocabulary

(2) Oral language experiences

- (a) Relating experiences
- (b) Telling stories
- (c) Dramatic play
- (d) Choral speaking
- (e) Oral reading whenever development permits
- (f) Reciting rhymes

(3) Written language experiences

- (a) Writing names and addresses
- (b) Learning to spell simple words whenever development permits
- (c) Participating in simple experience chart activities

(4) Reading activities

- (a) Readiness program
  - (1) Following readiness program in carefully controlled stages to meet the needs and limitations of this group: visual and auditory discrimination
  - (2) Discussing and recording accounts of experiences in class: use of chart stories and class booklets of original stories; uses very simple sentences
- (b) Reading program
  - (1) Functional reading
  - (2) Protective reading
  - (3) Textbooks whenever development permits

(5) Listening activities to develop auditory discrimination

- (a) To directions
- (b) To simple stories
- (c) To audio-visual aids
- (d) To varieties of sounds

b. Number concept development

(1) Objectives of program

(a) To develop competence and self-reliance
(b) To help child adjust to life situations involving number concepts

(2) Readiness program

(a) Participating in a readiness program designed to lay the foundation for number concepts
(b) Participation in a wide variety of experiences which will awaken interest and provide security in number areas

(3) Class activities

(a) Building number concepts
(b) Rote counting within ability
(c) Recognition of numbers 1-12 (or more if ability permits)
(d) Recognition of coins and values
(e) Learning of value of time and reading the clock hour, half hour, and quarter hour
(f) Developing an understanding of quantity and its relationships
(g) Dramatizing any life situations which employ number concepts
(h) Developing an understanding of measurement (cooking, building, buying at the store)

C. Sense Training Activities

1. Objective of Program

The objective is to develop sensory perception through planned activities which include the development of sight, hearing, taste, touch, and smell.

2. Kinds of Activities

a. Experiences which develop an understanding of differences through taste

Children should taste sweet, sour, salty, etc., and should talk about likes and dislikes. They should have experiences with such things as: vegetables, fruits, desserts, and meats. This can be correlated very easily with their lunch programs and with their cooking programs.

b. Experiences which develop an understanding of differences through touch

The children should learn to differentiate between smooth and rough, soft and hard, etc. Attention should always be called to the things with which they work so that they may readily distinguish items. Charts can be made with contrasting textures; boxes can be provided with a variety of objects which they identify by closing their eyes and picking up objects according to direction. When the children work with wood, they can recognize completion of the objects by comparing, for example, the feel of the finished piece of woodwork and the feel of classroom furniture.

c. Experiences which develop an understanding of differences through sounds

The school day has endless opportunities for development of sensitivity to sound. The sense training period should concentrate on categories, such as the use of differently pitched bells, differentiating between different types of steps, and the use of general music instruments. The children close their eyes and try to differentiate between the given sounds.

d. Experiences which develop an understanding of differences through smell

The children learn the broad categories of pleasant and unpleasant smells, but also can learn to identify flowers, foods, leather, wood, rubber, and paper.

e. Experiences which develop an understanding of differences through sight

This is the most important area. Trainable children depend greatly on what they see to learn. The sense training period involves specific experiences in areas such as color, size, shape.

D. Social Living Activities

1. Objectives of Programs

a. To provide a meaningful setting within child's experience for integrated activity
b. To provide life situations for children to learn within their interests and capacities
c. To provide experiences in craft activities with varied art media expressions
d. To provide opportunities to develop coordination between hand and eye
e. To provide satisfying and pleasant experiences through developing small and simple successes into the maximum successes the individual can achieve
f. To train in good work habits
g. To develop ability to follow directions as a member of a group as an individual
h. To provide a pre-vocational and pre-avocational readiness
i. To develop an understanding of the make-up of various materials

2. Kinds of Activities

a. Scope of units to include

(1) The school
(2) The home
(3) The community

b. Variety of experiences to include

(1) Creating settings in which the child is taught to adjust and contribute, such as: a store, the living room, the post office, etc.
(2) Analyzing the experience for art skills which will develop meaning, such as: building living room furniture, cooking simple foods, learning to eat correctly, making things to beautify rooms, home, etc.
(3) Trips and excursions for direct learning
(4) Correlation with number, language, music, and physical education

E. Health, Safety, and Science

1. Objective of Program

- a. To provide training in basic health and safety habits
- b. To provide basic elementary science concepts for life adjustment

2. Activities

   - a. School health habits
   - b. Home health habits
   - c. School safety habits
   - d. Home safety habits
   - e. Bus safety habits
   - f. Science concepts which include plants, animals, and natural phenomenon

F. Music Activities

1. Objective of Program

   - a. To stimulate imagination and to obtain enjoyment
   - b. To develop a sense of time, rhythm, and tone quality
   - c. To develop a coordination of small and large muscles
   - d. To provide emotional outlets through participation
   - e. To promote music as a hobby

2. Activities

   - a. Listening - appreciation
   - b. Rote singing
   - c. Rhythms
   - d. Dancing
   - e. Rhythm bands
   - f. Simple instruments, such as the xylophone, melody horns, zyther
   - g. Creating songs and music activities

G. Handcraft Activities

1. Objectives of Program

   - a. To provide experiences which will develop coordination and appreciation
   - b. To provide opportunities to develop hobbies
   - c. To provide opportunities to create for the therpeutic value of the experience
   - d. To provide experiences which develop skills that may assist in sheltered workshop

2. Activities

    a. Fingerpainting
    b. Weaving
    c. Clay
    d. Papier mache
    e. Simple woodwork
    f. Simple sewing
    g. Crayon, chalk, and painting activities
    h. Construction of simple models

VII. Structuring the Daily Program

Planning the daily program has a two-fold purpose for the teacher of the trainable child. The structure and order of the program serve as a training device planned with and for the children. The balance of activities provides the means of developing the child emotionally, socially, physically, and intellectually.

A. Order of Activities in the Daily Program

Before the teacher can determine the order of the learning activities in the daily program and formulate a schedule, the following aspects of her class must be studied:

1. Chronological age range
2. Mental age range
3. Socio-economic background
4. Attention span range
5. Energy output range

An understanding of this pertinent information about the children helps to determine the order of the learning program.

All trainable groups begin with the orientation period. At this time, the teacher can judge what type of activity should follow. The choice of a quiet or action period will depend upon the general mood and attention of the children. As the day progresses, each succeeding type of activity may be chosen until the total plan or schedule has been set up for the entire day.

Quiet periods should be balanced with periods which require movement. This provides much more attention and interest and prevents the children from becoming restless and disinterested.

The following caution should always be observed: activities should be scheduled so that the social living periods are always followed by social living activity periods.

Several arrangements may be tried before determining the permanent order of activities by which the children will be able to work most effectively.

B. Adherence to Schedule

Once the order of activities, or schedule, has been determined, it should be maintained. An established schedule provides for consistent and methodical use of school time so that the children can learn to adjust to change of activities and group living. They develop self-control in social and organized situations and become aware of the need for organization and planning in daily living. This is very important in the education of mentally retarded children. Adherence to a fixed order of activities teaches them to plan for their needs and to evaluate their progress in terms of an orderly progression toward objectives in their learning program.

Variety in the program must be provided in techniques, methods, kinds of activities, and choice of materials. The schedule is the organization which provides a choice of materials. The schedule is the organization which provides a basic framework from which activities evolve. Because of the need for a great amount of repetition before learning takes place, the challenge to the teacher of the mentally retarded is to be able to provide interesting and vital experiences at the same level for a long enough time to insure learning and yet provide a stimulating variety of activities which promote interest and growth.

C. Time Allotments and Content

Informal Supervision Before Opening of School
(15 minutes)

1. Greet children
2. Children put away wraps and lunch in designated places
3. Special duties for each child or small group

    a. Water flowers
    b. Raise windows and shades

   c. Feed fish
   d. Dust
   e. Clean erasers
   f. Assemble materials

4. Free Activities

Opening Exercises and Orientation; Pupils Are in Circle
(30 minutes)

1. Patriotic program
2. Salute to the flag
3. Pledge
4. patriotic song
5. Attendance: class activity
6. Health inspection: face, neck, ears, hands, nails, shoes
7. Calendar activity
8. Discuss interesting experiences at home, in school, on the way to and from school

Language Arts Program
(30 minutes)

1. Class Activity

   a. Initiate activity
   b. Work with class as a whole

2. Group Activities

   a. Divide class into two groups
   b. Assign group A an activity
   c. Work with group B
   d. Assign group B to an activity
   e. Work with group A

   Sample of Assigned Activities

   Group A - Matching games: pictures, colors, forms, etc.
   Group B - Learning to identify colors, stringing beads, coloring in books, sorting colors

3. Individual Work

   a. Allows choice of activities chosen with view to quietness as teacher works with group
   b. Group work based on teaching activity to provide practice

Safety, Health, Science
(15 minutes)

1. Personal hygiene
2. Elementary science
3. Bus and home safety
4. School safety

Number Activities
(30 minutes)

Note: May be group or class activities or both

1. Vocabulary
2. Discrimination
3. Rote counting
4. Number games
5. Number identification
6. Dramatic play in life situations

Music Activities
(30 minutes)

1. Rhythm instruments
2. Songs
3. Listening and interpretation

    a. Records
    b. Radio
    c. Television

Lavatory Period
(15 minutes)

Lunch Period
(30 minutes)

Rest Period
(30 minutes)

Sense Training
(15 minutes)

Social Living and Handcraft Activities
(60 minutes)

1. Social living period

- a. Excursions - planned and taken
- b. Discussions
- c. Stories related to unit
- d. Library period
- e. Audio-visual aids
- f. Dramatizations

2. Handcraft Activities

   - a. Class activities in handcrafts
   - b. Group activities
   - c. Individual activities

3. Room Clean-Up

Directed Play Activities
(30 minutes)

1. Group and individual games, outdoors if weather permits
2. Rhythms and dancing

Closing Activities
(15 minutes)

1. Check on room appearance
2. Tidy lockers and desks
3. Putting wraps on
4. Getting lunch boxes and personal belongings together
5. Getting in line to go to bus
6. Going to bus

VIII. The Teaching Plan

A. The Need for a Teaching Plan

Successful teaching requires definite preparation and careful planning by the teacher. Without a plan to guide the work, activities will become a matter of chance or momentary inspiration. Trainable children, like all children, are sensitive to participation in activities which have no meaning. They react negatively in conduct and participation to poorly-planned activities. Many people think that because of their limited intelligence, these children will go along with anything which the teacher prepares for them. Nothing could be farther from the truth. They will only respond with enthusiasm to carefully-thought-out and planned activities which are based on their needs and interests.

The teacher must have a long-term perspective on the scope of activities she plans for her class. A definite objective is sighted for every phase of the program so that the children's needs will be met and they will show progressive growth. This must not be left to chance.

B. The Kinds of Teaching Plans

1. The Long-Term Plan

A long-term plan enumerates broad concepts and skills which the teacher hopes to develop with the children. Long-term objectives are necessary for every scheduled experience. These objectives make clear the direction of the daily program. For instance, there could be no social living and social living activity periods if the teacher did not set up an objective which will be met as the unit develops. In other words, the specifics of daily planning are dependent upon the long-term goals. The teacher sights the skills which have been planned as the long-term objectives. Then she determines the specific segment which can be developed in a week. These are then further broken up into daily lessons. This careful statement of daily objectives with the references and related materials constitutes the teacher's weekly plan.

2. The Weekly Plan

The weekly plan presents the content of each scheduled experience day by day.

a. Language Arts

  (1) Skill being developed for groups or class
  (2) Materials
  (3) References

b. Health, Safety, or Science

  (1) Purpose or aim of lesson
  (2) Materials
  (3) References

c. Number Activities

  (1) Skill being developed for groups or class
  (2) Materials
  (3) References

d. Music

  (1) Skills being developed for groups or class
  (2) Materials
  (3) References

e. Lunch

Skill being emphasized

f. Rest Period

Recordings used for period

g. Sense Training

  (1) Skill being developed
  (2) Materials

h. Social Living and Handcraft Activities

  (1) Social Living: unit area and experience for day
  (2) References: materials used
  (3) Handcraft Activity: type of activities for group, individual, or class

i. Directed Play Activity

  (1) List of games for group, class or individual; emphasis on variety
  (2) Physical skill being emphasized

C. The Plan Book

1. Choice of Plan Book Techniques

Some teachers prefer keeping their plan on daily entries; others prefer using blocked pages for a week's plan. It is up to the teacher to choose whichever method she prefers. It would be wise to investigate the procedure used within the school as this might influence the teacher's final choice of plan form. The important issue is that everyone, no matter what the years of service, should keep a written running record of the daily activities planned for and executed with the class.

2. Kinds of Plan Books

a. Separate Entry Daily Plan

The separate entry plan provides a daily running account of the projected activities written on separate pages in the plan book. Each daily unit is dated and contains a detailed account of the activities planned for the day.

The Separate Entry Daily Plan

Monday, September 7	
Opening Exercises and Orientation 9:00-9:30	
Language Arts 9:30-10:00	
Health 10:00-10:15	
Number 10:15-10:45	

b. Blocked Page Weekly Plan

The blocked page weekly plan provides a view of the whole week's activities blocked in by days. All of the information is contained within blocks on a single sheet, or A.M. on one page and P.M. on the following page.

The Blocked Page Weekly Plan

Subject Time	Monday	Tuesday	Wednesday	Thursday	Friday
Opening Exercises					
Language Arts 9:30-10:00					
Numbers 10:00-10:30					
Music 10:30-11:00					

3. Availability of the Plan Book

The plan book should be kept on the teacher's desk so that it is readily available for referral and consultation by the teacher or, in her absence, by the substitute teacher.

4. Purpose of the Plan Book

The plan book should serve as a reference for the teacher from week to week as what has been planned, and what needs further development is checked off. In looking back through past weeks, the learning experiences can be checked and a plan devised which will promote the continuity of the program.

THE UNIT EXPERIENCE FOR TRAINABLE CHILDREN

I. The Unit Experience Method

The day's activities are an integral part of the unit which is being developed in the classroom. The language arts, number, music, health, science, safety, physical education, and handcrafts are related through the continuity of the theme which underlies these activities. By unifying all activity with a central theme, the day has unity and purpose.

If, for instance, the unit is on community helpers, specifically the postman, the activities in the daily plan would be chosen from the following types of experiences:

A. Language Arts

1. Composing and reading chart stories about the postman
2. Reciting and listening to poems about the postman
3. Discussing picture stories about the postman
4. Composing and making sentence or work picture booklets
5. Playing chart games identifying the postman's uniform equipment
6. Writing a class letter
7. Practicing name and address

B. Number Activities

1. Learning stamp values for the postman
2. Counting the blocks in the postman's route
3. Counting envelopes, letters, and packages
4. Buying stamps (using money)
5. Weighing packages
6. Sorting stamps according to value
7. Sorting envelopes according to size
8. Folding paper to fit envelopes
9. Finding the time the postman comes

C. Science

Learning about how weather affects the postman

D. Health

Learning about how the postman protects himself in inclement weather

E. Safety

1. Learning about how the postman is careful in street traffic
2. Learning about how the postman is careful on icy streets
3. Learning about how the postman is careful of unfriendly pets

F. Sense Training

1. Investigating different paper textures
2. Listening to postman's whistle - discriminating between pitches of whistles
3. Differentiating between weights of packages
4. Balancing a postman's bag and walking
5. "Find the hidden letter"

G. Music

1. Singing postman songs
2. Walking to various tempos
3. Listening to walking music
4. Playing music instruments with walking music

H. Physical Education

1. Follow the postman (Follow the Leader)
2. Broadjump, hop, run, skip to develop strong legs like the postman
3. Balance bean for careful walking

I. Social Living

1. Audio-visual activities to learn about the postman's duties
2. Visiting with the school postman
3. Visiting the local post office
4. Looking at pictures of the postman, post office, mail box
5. Walking to the mailbox to mail a letter

J. Handcraft Activities

1. Making puppet postman
2. Building a mailbox
3. Making envelopes

4. Block printing to decorate a piece of stationery
5. Block printing wrapping for a package to be sent
6. Making book covers for a postman booklet
7. Making stamp cases for mother
8. Making wood letter holders
9. Making wood letter openers

II. The Content of Unit Experiences for Trainable Classes

The social living units for trainable classes include:

Myself
Myself in the Group
Understanding the School Environment
Understanding the Home Environment
Understanding the Community Services and Facilities

The units are presented as total experiences. The teacher examines the Illustrative Activities listed to promote learning and assigns them to the scheduled periods of the day. In this way, the total concept presented in Content will be developed.

A. Myself

CONTENT	ILLUSTRATIVE ACTIVITIES
1. Identification of Parts of Body	
a. Head	
(1) Hair	Identify hair. Discuss hair variations. Charts illustrating different hair styles Identification of tools used in hair care Personal practice in combing and brushing Demonstration of styling Film strips and movies illustrating content Songs and jingles and finger plays Safety use of comb (striking scalp) also cleansing comb and brush

(2)		Ears	Location and identification Charts illustrating care of ears Safety measures in care of ears Film strips and movies illustrating content Songs, jingles, and finger plays Sense training activities in hearing
(3)		Face	Identification of location and parts Charts and visual aids Songs, jingles, and finger plays
	(a)	Eyes, eyebrows, eyelids, eyelashes	Location on doll and self Discussion and games concerned Different colors Games to find and locate parts of eye Visual aids demonstrating content Songs, jingles, and finger plays
	(b)	Nose, nostrils	Location of nose, care, and usage Charts and pictures Jingles and games to impress location
	(c)	Mouth, lips, tongue, teeth, gums	Identification and location of parts Games and jingles to locate Pictures and charts Play with doll
	(d)	Cheeks	Location of cheeks Games to locate - blow up cheeks, let air out Songs locating
(4)		Neck and Throat	Location and identification Charts and pictures Games and jingles to fix learning of location

b. Body	
(1) Shoulders (2) Back (3) Waist (4) Hips	Identification and location through games and jingles - "Simon says, 'Put your hands on ____________________.'"
(5) Stomach	Importance in posture - games and exercises to develop sitting and standing, good posture, and healthy body Chart illustrations and pictures Exercises to strengthen muscles Songs which tell of body parts
(6) Chest	Location and identification through games and jingles Importance in health - breathing exercises Importance in keeping warm Care in case of colds
c. Arms	Locate and identify Practice location through jingles and rhymes
(1) Elbows (2) Wrists (3) Hand (4) Fingers (5) Fingernails	Locate on self, dolls, pictures Play games to identify and use
d. Legs	Demonstrate on doll the cleansing, massaging, and exercising
(1) Knee (2) Ankle (3) Foot and heel (4) Toes (5) Toenails	Stress daily care (between toes) Show how the nails should be trimmed and cleaned Use film strips, movies, and chart illustrations Songs, rhymes, finger plays, games Rhythmic exercise - "Bunny Hop"
2. Good Health and Good Health Habits	
a. Cleanliness of the Body	Materials: a cap, soap, towels, brush, and mats.
Bath: tub, shower, sponge	Using the doll to demonstrate a tub and sponge bath

	Use the doll with a tiny hose attached to the faucet to demonstrate a shower Exercise care in the use of soap and water in the eyes Stress the thorough drying of the body Tell and show about use of body powder and deodorants Film strips, movies, and charts Songs, rhymes and rhythmic exercises
b. Care of the Hair (1) Shampooing (2) Brushing (3) Combing (4) Styling	Materials: Comb, brush, soap, towel, and mirror Using a doll with washable hair, demonstrate the shampooing, combing, brushing and styling Stress the care in using soap - not to get it in the eyes or leave it in the hair Study for style most becoming each individual Use charts, film strips, and movies Set up a "How Do You Look" nook with mirror, etc., in one corner of the room
c. Care of the Hands and Nails Stress importance of clean hands (1) Before eating (2) Before touching food after toileting (3) After work (4) After playtime (5) Before going to bed	Materials: soap, towel, hand scrub, scissors, emery board, file, orange stick or toothpick, raw cotton, colorless polish, and hand lotion Show and tell how to use each of the above correctly Use charts to show each step in the care of nails and hands Using the doll to demonstrate how to wash the hands (amount of soap, proper use of towel, disposal of paper towel), dry and use hand lotion Establish daily habit with children

d. Care of Eyes	Show and tell how to sit to secure proper light
(1) Proper light	Demonstrate keeping glasses clean
(2) Eye examination	Stress importance of wearing as advised
(3) Wearing of glasses if prescribed	
e. Care of Ears	Demonstrate with the doll and child how to properly cleanse ears Charts illustrating parts of ears and their care
f. Care of Teeth	Have children demonstrate with toothbrush and paste daily if necessary How to clean the teeth Use film, movies, and charts Practice to music
g. Care of Nostrils and Nose	Show and tell how to use correctly kleenex and handkerchief Charts Stress the importance of using a handkerchief correctly
h. Neck	Demonstrate how to keep clean Proper care in cold weather - keeping warm with scarf Gargling when throat is sore Use and disposal of kleenex when expectorating
i. Anti-Perspirants (Adolescents)	Demonstrate with doll how to apply Discuss importance of daily application
j. Sleep and Rest	
(1) Sleep	Charts with proper sequence showing the preparation for bed
(a) Preparation	Film strips and movies Songs, jingles, and finger plays
(1) Proper undressing and hanging up clothes	Pantomime Demonstrate with children and doll for method of bathing
(2) Bathing	
(3) Brushing teeth	

(4) Use of toilet (5) Putting on night light (6) Ventilation of room (7) Proper covering of self	
(b) Getting up in the morning (1) Use of an alarm clock or immediate response to mother's call (2) Air the bed (3) Toileting (4) Washing (particularly eyes) (5) Brushing teeth (6) Dressing (7) Hanging up night clothes (8) Making bed (9) Eat a good breakfast (10) Duties assigned by mother (11) Off to school in proper wraps	Charts showing sequence of activities Training in telling time - use real alarm clock Training in response to alarm clock Training in bed making - use doll bed Training in preparation of breakfast (Have a real breakfast prepared and served) Charts and drills for cleaning the teeth
(2) School Rest Period (a) Preparation - health habits (b) Selection and placement of cots (c) Care of covers (d) Placement of shoes	Charts and discussion Selection of music Tagging cots and blankets for identification Appropriate film strips, pictures Appropriate stories and jingles

(e) Blinds drawn - children's duty
(f) Need for rest manners
(g) Use of soft music while children rest
(h) Putting away equipment - children's duty whenever possible

k. Food

(1)	Kinds of Food Vegetables Beverages Meat Daily products Desserts Fruits Bakery goods Poultry Sea Food	Identification by seeing foods in film strips, models, pictures, artificial and real food Identification by tasting Taste and compare both raw and cooked foods Develop an understanding of ways and places to buy foods, cost, using real money Collect displays of foods Make clay and papier mache fruits, vegetables, meats, etc. Play identification games such as lotto, spin games, etc.
(2)	Balanced Meals	Develop concepts of good breakfast, lunch, and supper Cook and eat breakfast, lunch, and supper Make scrap books of balanced meals Make charts of balanced meals Stress good lunch every day
(3)	Preparation for Eating	Establish habit of washing hands and face and combing hair before eating Practice the method Charts illustrating materials used Individual box of basic essentials for grooming which children use in school

(4) Table Manners	Develop through practicing: Setting the table Posture at table Use of silver Use of napkin Serving food Conversation Rate of eating and drinking Eating what is offered Employing acceptable eating mechanics (Keep mouth closed while chewing) Cleaning up table Cleaning floor around table
1. Exercise (1) Coordination (a) Large muscle control (b) Small muscle control (2) Balance (3) Grace (4) Dexterity (5) Dancing: folk, square, popular, interpretive (6) Swimming	Appropriate exercises Appropriate games Rhythms Mimetics Relay races Stunts
3. Clothing	
a. Kinds (1) Seasonal (a) Warm for winter (b) Cool for summer (c) In-between for spring and fall (2) Play clothes (3) School clothes (4) Party clothes (5) Work clothes (6) Night clothes	Identification of each Charts illustrating each Film strips and movies Demonstration of dressing and undressing on doll and self Songs, jingles, and finger plays

(7) Underclothes	
(8) Rain and snow clothes	
(9) Differences between girls' and boys' clothes	
(10) Bathing and swimming for boys and girls	
b. Care of Clothes	Demonstration with the doll's clothes
(1) Daily hanging up of clothes	Demonstration with samples of children's clothing
(2) Washing and ironing	Charts illustrating proper care of clothes
(3) Dry cleaning	
(4) Mending torn and missing parts	Daily personal practice Film strips and movies illustrating content
(5) Daily airing of clothes	Songs, jingles, and finger plays
(6) Storage of clothes not in season	Pantomime
(7) Need for changing to another set daily, weekly	
(8) Care of shoes, rubbers, and boots	
c. Selection of Appropriate Clothes	According to temperature, season, weather, and occasion Consider style, size, color, and materials
d. Appreciation and Value of Cost of Clothes	Consider sales and reduced prices in season and out of season Comparative values
4. Wise Use of Time	
a. Work	Variety of meaningful before-school activities: duties, games, interest centers (science, health, music, dramatic play, art media)
(1) In School	
(a) Before-school activities	Meaningful and carefully planned school day
(b) Routine schedule period	Development of purposeful work habits
(2) At Home	Assign duties at level of ability (conference with parent to help in selection of duty and

	and gradually increasing difficulty of task) Charts depicting home duties of children Films and pictures depicting types of ways to work at home Conference with parents concerning children's allowances
b. Leisure	
(1) In School	Choice of meaningful activities in the school yard
Informal school activities	Use of playground equipment Knowledge of safe yard games Choice of meaningful activities in classroom for free periods Variety of materials and interest centers designed to develop skills Film strips and pictures to clarify concepts
(2) At Home	
(a) During school year	After school Weekends Teacher-pupil planning for activities to be accomplished at home based on skills and interests learned at school Art activities such as: weaving, clay modeling, sewing, woodwork, spool knitting, drawing Games Television, radio, victrola Picture books and magazine pictures Gardening Dramatic play Care of pets Dancing classes Trips and visits Hobby clubs Wise use of leisure time must be accomplished through teacher-parent conferences for home supervision
(b) During Vacation	Through teacher-parent conferences

plans should be made for a balanced daily program which includes assigned work duties and planned leisure activities. Only through plans can the trainable be trained.

B. WORKING WITH OTHERS - MYSELF IN THE GROUP

Because of their limited mental development, trainable children ove slowly towards the attainment of social awareness. They are much ore concerned with their own needs and desires than with those of the roup. The teacher must recognize this limitation in order to plan or the activities which will promote the development of group awareness. he will provide an environment in which the children will experience he need to share, cooperate, accept responsibility, and to develop he other characteristics which make them well-adjusted group members. roup adjustment simply will not just happen. It must be skillfully nd painstakingly developed through daily practice in many varied sit-ations.

CONTENT	ILLUSTRATIVE ACTIVITIES
1. Respect for Authority	
a. School Authority (1) Principal (2) Teacher (3) Teacher's Aide (4) Custodian (5) Crossing Guard (6) Bus Driver (7) School Nurse (8) School Doctor (9) School Workers	Talks to group by each adult Class visits the adult in his office, room, or assignment Charts and pictures concerning adults Dramatic play Stories Film strips and snap shots Songs and jingles
b. Home Authority (1) Parents (2) Older Siblings (3) Relatives	Charts for pictures and identification of individual child and his family Charts of family members and their responsibilities Film strips Dramatic play with varied repetition Play with family dolls, puppets or stories Finger plays and jingles Visits by children's family to class Visits to children's homes if possible

c. Community Authority (1) Community helpers: policeman, fireman, postman (2) Church officials (3) Community leaders: scouts, clubs, etc. (4) Neighbors in community	Visits and talks by community personnel to classroom Pictures and charts for identification Dramatic play with costumes Film strips and films Jingles and songs Stories Puppets Booklets for identification Clay work
2. Cooperation a. At School (1) With school personnel (2) With classmates	This trait is developed through daily experiences. Every opportunity should be taken to develop cooperation. In addition, special lessons may be planned to augment daily living.
b. At Home (1) With parents (2) With siblings (3) With relatives (4) With home helpers	Film strips and pictures Charts Stories Dramatic plays Songs and jingles Poems Units
c. In the Community (1) Neighborhood (2) Stores (3) Church (4) Community centers	
3. Responsibility	
a. In School (1) Hanging up coats and hats (2) Putting away lunch boxes (3) Performing classroom duties (4) Putting away materials (5) Completing work (6) Cleaning up after work or eating (7) Getting and putting away foods if feasible	Charts illustrating activities Helpers' chart Assigned places for equipment: "A place for everything and everything in its place." Assigned tasks within child's ability Careful training in use of equipment and materials Film strips, pictures, charts, stories Dramatic plays Songs and jingles

(8) Careful use of equipment (9) Helping less responsible children (10) School helpers	
b. At Home (Parent-Teacher Conference) (1) Emptying trash cans and ash trays (2) Setting table (3) Helping with dishes (4) Preparing vegetables (5) Making beds (6) Sweeping and dusting (7) Running simple errands (8) Feeding pets (9) Watering flowers (10) Washing steps, kitchen and bathroom floors (11) Simple cooking (12) Simple washing and ironing	Clarification of child's level of development with parent so that appropriate duty may be assigned Importance of child's carrying through responsibility - charts and other devices to stimulate interest and check on accomplishment Cooperation of family in understanding and appreciating child's contribution Visits in homes of class Charts, pictures, film strips Jingles, rhymes, songs Dramatic play - develop skills needed for home responsibilities Use of model home for development of concepts Reports from children on home responsibilities
c. In the Community (Parent-Teacher-Community Agency Conferences) Participation in community activities at level of child's ability (1) Church activities, such as: Sunday school, church services, youth groups (2) Scout troops (3) Group clubs, such as: M.S.M.R activities (4) Community centers, such as: Y.M.C.A., Y.W.C.A., Y.M.H.A. (5) Recreation centers (6) Sheltered Workshop	Class visits to neighborhood facilities Visits from group community leaders to tell class of activities Organized troops based in school Clubs in school for dancing, music, rhythms, art Pictures and charts displaying centers for identification Training in skills to help children develop adequacy

4. **Participation**

All of the understandings needed to develop participation must be developed as an integral part of each daily activity. Clarification of concepts takes place in specifically-planned lessons designed to orient children and point out the incidents where sharing, taking turns, and appreciation are needed.

a. Sharing

    (1) In school
    (2) At home
    (3) In community

b. Taking Turns

    (1) In school
    (2) At home
    (3) In community

c. Appreciation

    (1) In school
    (2) At home
    (3) In community

d. Contributing

    (1) In school
    (2) At home
    (3) In community

5. **Following Directions**

This ability to follow directions is one of the most important skills to develop with trainable children. Directions must be simple, clear, and within the ability of the children. Once given, the direction must be carried

Dramatic play
Films and film strips
Charts (rewards for good workers)
Pictures
Stories
Songs, rhymes, jingles

out, for this is the way the trainable learn and grow, building skill upon skill. This is the infallible rule. The teacher must be careful to gauge her demands so that directions are reasonable. Then she must see that directions are accomplished. Directions may increase in complexity as the children grow in understanding and ability. Activities should be analyzed for the required directions needed:

a. School Activities

(1) Arrival
(2) Going to classroom
(3) Scheduled activities
(4) Lunch
(5) Rest
(6) Play
(7) Dismissal

How to take off and put on wraps ang galoshes
Where to hang coats and hats
How to get in line
Proper walking up and down steps
Fire drill and air-raid drill
Where to place lunch boxes
How to give out materials
Where to put things away
How to complete assignments
How to eat lunch
How to get cots and rest
How to play games
How to use toilet
How to wash hands
How to use materials
How to sit on chairs
How to use and dispose of tissue

b. Home Activities

Parent conferences should emphasize the importance of the child's completing a task given to him as a direction. The parent should be careful that the direction can be completed, and then see that it is carried out.

How to make bed
How to wash
How to dress
How to hang up clothes
How to sit at table
How to eat
How to use and care for house furnishings
How to accomplish assigned responsibilities

Parent observation of the classroom activities can clarify the kinds of directions and the method of giving them as the parent observes the teacher working with the children. Guidance should be given the parent in planning for the home adjustment.	
c. Community Activities Trainable children who have been taught to follow directions should be able to adjust to community situations in which directions are involved within the limits of their ability. However, caution should be exercised regarding the need to discriminate between recognized authority and individuals who may exercise harmful influence and power. Parents must understand this problem and train their children to distinguish between good and harmful directions.	Detailed teacher-parent conferences P.T.A. meetings Parent club groups Adult education classes
6. Social Acceptability	
a. Personal Appearance (1) Clothing appropriate to group standards (2) Cleanliness (3) Attractiveness	Collecting and mounting pictures showing clothes Large figure of boy and girl with selection of clothes Mannequins of boy and girl to dress Conferences with parents for guidance Charts listing and illustrating clothes Demonstrations of hair styling Fashion shows

	Appropriate film strips Songs and jingles Appropriate stories
b. Positive Personality Traits (1) Friendliness (2) Agreeableness (3) Good sportsmanship (4) Understanding and sympathy (5) Control of temper (6) Cooperation with the group (7) Respect for rights and property of others (9) Kindness and helpfulness	Growth in positive personality traits which develop through daily living. Every effort should be made to provide a warm accepting learning environment which can permit the children opportunities to learn self-control, cooperation and related traits. Dramatic play Puppets and marionettes Reading stories Film strips and movies Songs Picture studies
c. Good Manners	
(1) In School (a) For classroom activities (b) For eating (c) For playing (d) For resting (e) For moving about the school (f) For arrival and dismissal	Standards should be set up which are understood by the children. Consistent adherence to these standards will help good manners to evolve. *See activities listed under "Positive Personality Traits"
(2) In the Home (a) For family activities (b) For social activities	Teacher-parent conferences to establish goals
(3) In the Community (a) Neighborhood (b) Church, recreation centers, etc.	

C. UNDERSTANDING THE SCHOOL ENVIRONMENT

The trainable child comes, for the most part, from a very protected home environment. Some few children "run wild" because of poor parental understanding and control. In either case, the school is the chief source for trainable children to learn to become organized, disciplined and controlled individuals in a group situation. There are many rules which operate in a school and which are necessary for protection and organization. The child must learn to control through constant adherence to simple, clearly-stated rules which are persistently practiced in the school with firmness, kindness, and understanding.

CONTENT	ILLUSTRATIVE ACTIVITIES
1. The School Identity	Make up school song based on simple, easy tune.
Recognizing the school and becoming identified with it as a pupil.	Sing song at opening exercises and at each assembly. Design a school flag. Make school "beanies" to wear at assemblies, on trips, at parties. Keep constantly referring to school by its name and speak about it with pride to establish belonging.
2. School Location	Walk children around school to learn location and identities.
Each child should learn the number of his school and the location of his school.	Watch buses and street cars to learn identities. Make models and play games finding streets. Build floor model of school and mark streets. Play games with model. Take trips and let children identify corner to get off bus.
3. The School Organization	
a. Personnel - Identification and Responsibility	Take pictures of each person for a chart.
(1) Identify each member of the faculty and establish duties.	Play games so that children learn identities and responsibililities. Learn proper greeting.

(2) Identify school helpers. Establish duties of janitor, teacher's aide, crossing guard, nurse, doctor.	Visit personnel and have them visit. Cut up blown-up pictures into jigsaw puzzles.
(3) Identify helping teachers, such as: supervisor, music, art, and physical education specialists.	
b. Location and Purposes of School Rooms	Take trips in and around school. Make little dioramas of school rooms, grounds. Play with these, making sentences about them. Make pictures of rooms for charts. Learn to identify them. Send qualified children as messengers around the building.
c. School Rules (1) Movement within the school (2) Location of wraps (3) Entrance and exit (4) Fire drills and air-raid drills (5) Use of equipment (6) Notes for absence (7) Milk money (8) Care of lunch (9) Toileting (10) Lunch procedures	Set up school rules so that every class conducts itself in a similar way according to the rules. This is absolutely essential to the organization of a trainable school because it prevents pandemonium.
6. Classroom Organization	
a. Room Facilities	Acquaint children with the facilities of the room and plan activities which will give them practice in using the facilities.

b. Assigning of Seats	Where separate desks exist, children should be assigned their own seats and trained to keep their desks neat. Their names should be scotch-taped on the desk.
c. Care of Material	Children should be introduced to materials piece by piece and taught the proper use of each different kind. Use of scissors will require much training. Clean-up periods should be arranged and practiced. The materials can be put on charts and identified to promote understanding.
d. Classroom Rules	Teaching trainable children to adhere to classroom rules is very difficult. It can only be accomplished by strict adherence with no exception and patient waiting until the child comprehends and assimilates the rules. Post rules and dramatize in orientation period. Emphasize one rule each day and highlight it. Make a chart of class names and give star to those who follow class rules. Discuss specific rule that applies to the activity before beginning each activity. Rules 1. Stay in seat. 2. Wait turn. 3. Listen when spoken to. 4. Use your own material. 5. Leave other people's things alone.

e. Classroom Mother	Each class should have one or two "classroom mothers" who can help the teacher on request for trips and activities which need assistance.
5. Playground	
a. School Boundaries	Each trainable school playground is fenced in so that the children will not run into the street. Children should be trained to obey a signal to gain attention if they stray away.
b. Playground Equipment	Children should be trained to use any playground equipment safely. Introduce one piece of equipment at a time and practice with it until its use is learned.
c. Playground Rules	1. Take care of equipment. 2. Stay in area while class is playing. 3. Have a captain (one who carries equipment). 4. Learn to respond to a signal. 5. Take turns. 6. Listen to commands. 7. Enter into activity.
6. School Activities	
a. Weekly Assemblies The entire school body should meet together regularly so that belonging and sharing may be developed.	The classes may meet together for opening exercises each Monday morning. The classes meet together for a closing program each Friday afternoon. Classes take turns providing for the weekly program. The activity may be dancing, singing, reciting, showing pictures, showing charts, playing musical instruments, sharing a unit activity. At other

	times in the week, an assembly may be called for the entire school to view a motion picture, hear a story, or for a music experience.
b. Luncheons	The older children in their cooking experiences can plan a school luncheon or dessert for each Wednesday. Where facilities make it possible, it is well to have the children eat together. When this is not possible, the luncheon may be served in each room.
c. Holiday Projects	
(1) Halloween	The school may have a parade in costume. They can also have a school party or class parties following the parade. If there is a school party, a little program including awards for best costumes, singing, and dancing can be planned. The children may have costumes provided by the home, or they may want to make little hats, collars, or masks in their classroom activities.
(2) Thanksgiving	The school should have a Thanksgiving dinner with turkey and other traditional food. The entire school must always share this meal in one room. The parent organization should be involved in this activity to provide and serve the food. Place mats, napkins, and decorations should be classroom projects.
(3) Christmas	The plan for the Christmas dinner is the same as that for the Thanksgiving dinner. The main course can be either turkey or ham.

(4)	Lincoln's Birthday	This day may be commemorated by a school program, or it can be celebrated as an individual class project.
(5)	George Washington's Birthday	A suitable program on the day previous to the George Washington's Birthday holiday should be planned at a school assembly. Each class should contribute a segment of the program.
(6)	Easter	The children can make Easter baskets as class projects. An assembly program should be prepared for the last day before the spring holidays. This program can include appropriate songs, a film, or some suitable activities.
(7)	Mother's Day and Father's Day	Planned class activities should prepare appropriate gifts for mother and father to commemorate these days. It would be well to invite the parents to the assemblies preceding these holidays and have the children give them their presents at these activities.
(8)	Decoration Day	The program indicating the coming of Decoration Day could be prepared for the last period on the day before the holiday.
d.	Trips The trainable children should take many trips. They require direct contact to see and understand the world in which they live. Every precaution should be taken to make the trip safe.	Understanding should be developed before a trip is undertaken so that the children can appreciate what they see. The group should practice walking in line and following directions. Simple trips around the building and the immediate neighborhood should precede taking the actual trip. The

Complete parental cooperation must be obtained and very careful plans must be made for the trip itself.

teacher should have the assistance of one or two adults for trips taken away from the school.

e. Yearly Festival

It is usual for a school to hold a money-making project each year. This is a cooperative project, the responsibility being shared mutually by the faculty and the parents. Tickets are usually sold for admittance to the grounds.

Suggested activities are: pageant, May Day, a county fair, or circus.

f. Closing Day Activities

Each class should participate in the closing day activities. The unit which the class is finishing up may serve as the theme for their presentation. The activities should combine music, dancing, and speaking, and should serve as an opportunity to present to the parents some idea of the growth in the children during the school year. A special part of the program should be directed toward honoring the graduates and possibly presenting them with a certificate on this occasion. Refreshments may be served through the cooperation of the parent group. Altogether this should be a joyous experience, depicting the positive emphasis of the school program.

7. Parent Groups

a. The Importance of Parent Groups

Parental cooperation

is absolutely essential to the continuing development of the trainable child. The school and home must work "hand in glove" to provide consistent standards under which they will both operate.

b. Mother's Group	This group should meet twice each month, usually in the morning, to provide a group therapy approach for understanding of the problems of the trainable child. Speakers may be desired to enlighten the group for theoretical background.
c. Parent-Teacher Group	This would be a PTA and would constitute the formal organization of parents to work with the school. Parents and teachers should work together toward common goals.

D. UNDERSTANDING THE HOME ENVIRONMENT

The ability of trainable children to negotiate the community environment is limited. Some are able to obtain jobs as adults and work in sheltered workshops, but many live out their lives within the home boundaries. It is very necessary that the school teach the child to understand the complexities and responsibilities of home life and to help him to fit into his environment. Trainable individuals can be taught to do simple home tasks, and most of them can learn to be relatively helpful in the home. Most important, they can be helped to be cooperating members of the family and to adjust to the home routines. In order to help them to appreciate their homes, very careful development of the following understandings should be planned. The parents should take an important part in this unit, so that they can carry out the understandings developed in the child's home life.

CONTENT	ILLUSTRATIVE ACTIVITIES
1. The Family	
a. Members of the Family	Dolls, pictures, puppets of members of the family and film

(1) Identification of immediate family (those with whom the children live) (2) Identification of the family group (those related to the children whom they visit and who visit them)	strips can be used in dramatizations to help the children understand the identity of their family members. They can also participate in some dramatic activities having role playing. Members of the family should be guests of the class to establish identity.
b. Duties of the Family Members (1) Identification of each person's responsibility (2) Need for interaction and sharing (3) Need for assigned duty	Stories, dramatizations, charts, pictures, and film strips should be used to help the children understand that each member of the family makes a contribution toward the running of the home. Special emphasis must be made on helping the children understand what their role in the home can be and what their duties are.
2. The Home a. Kinds of Homes (1) Row houses (2) Detached houses (3) Apartments (4) Housing projects	Trips should be planned to have children see the kinds of homes. Each kind should be studied separately. A visit to a child's home in each category might be arranged to give meaning to the project. Each child should identify the kind of home in which he lives. Variety should be noted in terms of fronts, rears, number of windows, yards, and shrubbery. The number systems and street names should be noted. Pictures taken on trips should be displayed. Children's pictures can be attempted. A booklet collection of hectographed and colored pictures can be made by each child. Replicas of each kind of house can be made by painting boxes and pasting on windows and doors. Stapled-together shoe

	boxes make effective block houses. A game can be played with bean bags thrown on picture chart showing each kind of house. Points can be given to each type of house, and scores given for having the bean bag land on the house with that point value. The child names the kind of house and writes his score on the board.
b. Location of Homes (1) Areas of location: north, east, south, west (2) Location of street (3) Appearance of the home	A rough outline drawing of the city can be made on a chart. The north, south, east, and west can be indicated on the outline. A little replica of each child's home can be applied with the house labeled with the child's name. The children can become familiar with locations through play activities. They could find their homes and give their house number and street. Games for practice in identification should be played. Each child should be encouraged to bring in snapshots of his home. These should be labeled and displayed. A trip could be arranged to go past each child's home or, if possible, to visit each home.
c. Rooms in the Home (1) Purpose of rooms (2) Furniture in the rooms	Develop an understanding of the purpose of each room through pictures, films, and a visit to a model home. Make collections of pictures of rooms into scrap books. Build an orange crate or house packing box and furnish it with furniture made of small boxes which are painted and decorated. Bathroom furniture

should be made of clay and painted white. Arrange the bulletin board with a house outlined in tape. Place cut-out furniture in the rooms. Collect doll furniture.

d. Housekeeping

(1)	Polishing furniture	Have children polish school furniture. Have children work with paste wax, dust polishes, and learn techniques for using them. Encourage the children to polish furniture at home.
(2)	Dusting furniture	Have children learn the parts of furniture and the need to dust the whole piece. Encourage the children to do dusting at home. Teach children about the kinds of dust cloths, and the need to wash the cloths after using. Have the children dust their own school furniture.
(3)	Sweeping the floors	The children should learn about the kinds of brooms and brushes and the techniques for using them. The children should learn how to use a dust pan and empty it.
(4)	Washing windows	Older trainable children can be taught to clean windows from the inside of the house. They should experience several methods of cleaning them. Care of the cloths should be emphasized.
(5)	Cleaning woodwork	Several ways to clean (powders, soaps, steel wool) should be practiced.
(6)	Sweeping rugs	Electric carpet sweepers should be used to train children in

		their use. Methods of cleaning the bags should be practiced.
(7)	Cleaning upholstery	The method can be practiced. Using the attachment for the carpet sweeper should be experienced.
(8)	Making beds	The dusting of the bed should be practiced as well as the actual making of the bed.
(9)	Kitchen care	The necessity of cleanliness in the kitchen must be taught. The children should learn how to keep this room spotless. This includes the stove, sink, refrigerator, tables, chairs, floor, garbage can, and waste can.
(10)	Bathroom care	The cleanliness of the bathroom is like that of the kitchen. The children can learn to take care of it.
(11)	Washing and ironing	The children can be taught to take care of simple hand washing and flatwork ironing. Machine washing and fine ironing should be a home responsibility if the home can develop it. The children should learn rinsing procedures and sprinkling procedures.
(12)	Cooking	Identification and preparation of vegetables are very important. Elementary cooking and respect for the stove are necessary. Cleaning-up techniques should be practiced. The children can participate in planned school desserts, soups, cook-outs, Thanksgiving dinners, lunches for parents,etc.

e. Home Gardening

(1)	Trees and shrubbery	The types of trees could be identified. Leaf spatter prints can be made and identified. Care of trees could be discussed by examining the trees in the school yard and identifying them. Shrubbery might be classified and examined. The need to work the soil around the roots should be developed and taught as well as the plant's need for water and food.
(2)	Grass	The life cycle of grass from seed to blade can be developed by planting seed in a box of soil in the classroom. The need to cut grass and rake the lawn can be developed by practicing in the school yard if there is grass. The children can be encouraged and taught to push simple mowers.
(3)	Flowers	The kinds of flowers (house and garden) should be developed. Seed catalogs make good scrap books and the pictures can be cut out to decorate letter holders, waste paper cans, book covers, and simple wood plaques. More advanced children might embroider flowers. They might also work with flower designs drawn on unbleached muslin and solidly colored with wax crayons. This is then pressed with a warm iron to fix the design. These can decorate doilies and mats. Costumes of flowers could be made of crepe paper for simple rhythms and songs. The children should plant flowers in pots to take home.

The growth and life cycle of the plant can be measured and recorded in picture form. This makes an interesting picture story. If the school yard permits, a plot could be assigned to each class. The care of plants (weeding, feeding, and watering) should be developed as the children plant flowers.

f. Home Activities and Recreation

(1)	Basic concepts	The children should do role-playing and play with family dolls to learn something about the importance of sharing, self care, cooperating and performduties. Stories and film strips can help enormously to develop these concepts.
(2)	Meal time	Children eat with the teacher every day. Etiquete should be practiced daily. The table should be set with doilies and napkins. The social amenities of correct eating and pleasant conversation should be stressed.
(3)	Riding in the family car	The need for safety should be developed: sitting quietly, keeping head and hands in the windows, not touching the driver, watching the scenery. The children can set up chairs like the seats of a car and practice the role playing correct conduct. Bus trips from the school offer excellent training.
(4)	Watching television	Watching the school television presents an opportunity for development of proper listening habits. "Practice makes perfect." In addition, some

		knowledge of sharing in the programs and the proper sound pitch should be developed.
(5)	Playing records or radios	The phonograph and radio in the school should be an integral part of the school life. The proper use of thephonograph can be developed (tone, volume, and mechanics). The radio can be played for music or selected programs.
(6)	Visiting with the family	The importance of being a welcome guest should be developed: 1. Sit quietly; 2. Keep hands off knick-knacks; 3. Have correct manners.

g. Home Rules

(1)	Rules in the home	The necessity for rules being followed so that the family might live together pleasantly should be developed. These may be explained following film strips, reading stories, and movies. Role-playing in little dramas might also be used.
(2)	Rules in the yard	Safety is an important aspect of playing in the yard and in the street. The danger of traffic should be explained. The traffic lights should be explained, and practice should be provided for recognizing their function. "Stop, look, and listen" should be developed for crossing streets. Children like to play with toy automobiles. This is useful in motivating street safety.

h. Recreation in the Family

- (1) Activity recreation
  - (a) Bowling
  - (b) Swimming
  - (c) Dancing
  - (d) Games
- (2) Family "togetherness"
  - (a) Movies
  - (b) Television
  - (c) Church activities
  - (d) Visits with friends and relatives
- (3) Play activities with siblings
  - (a) Quiet games
  - (b) Bicycles, wagons, etc.

Trainable children often present a problem adjusting into family activities. Often the family is shamed by their inabilities and stigma. They must be persistently and consistently trained to establish acceptable behavior. The school can try to establish basic attitudes and habits. The teacher must work very closely with the family to explain and coordinate. The parent can be helped to carry on what the school establishes.

i. Relationship with Neighbors

- (1) Respect for rights of others
  - (a) Property
  - (b) Liberty
- (2) Establishing neighborly attitudes
  - (a) Pleasant
  - (b) Avoiding "nuisance" behavior

The school can do little for direct training. It is hoped that the habits which are established in school which make the children cooperative and agreeable will have a carry-over. The identity of neighbors might be stressed in a community unit. Also, in daily activities about the school, the school neighbors might be stressed and the school's responsibilities noted and practiced.

j. Pets in the Family

- (1) Identity of pets
  - (a) Dog
  - (b) Cat

Live pets belonging to the children might be brought in for a day's visit in the class. The class might have a pet

(c) Fish (d) Bird (e) Guinea pig (f) Rabbit (g) Duck (h) Chick	(fish are recommended). Films could be shown and books and pictures made available. A trip to a pet store might be planned. The children might model pets in clay. Pictures for home could be mounted on wood plaques and shellacked. Scrap books could be made of picture collections. Games can be made for practice in identifying with "spin the wheel" or bean bag toss. The children could dramatize the different animals' noises and call for identification. Simple songs could be learned about the animals. The children could be encouraged to bring in pictures of their own pets. These should be mounted and labeled.
(2) Care of Pets	Film strips could be shown on these topics. A visit to a pet store might be planned with a short talk by the owner. Perhaps a visit to a veterinarian might be arranged. The care of the class pet and visiting pets could highlight this important area. Water, food, a place to run and sleep, avoiding over-handling should be emphasized.

E. UNDERSTANDING COMMUNITY SERVICES AND FACILITIES

The trainable child lacks the ability to explore the community and to recognize its services. These concepts must be taught very carefully and thoroughly so that the child may gradually develop an idea of his place in the community, what it offers him, and, in turn, what he can contribute. These understandings are the mutual responsibility of the school and the home. Some homes are culturally deprived and cannot offer help. Some homes are disorganized and cannot help train. Some homes do a wonderful job in helping these children. In any case, the school should feel strongly that it should provide basic understandings about the community and should include many experiences designed to help the trainable child negotiate his environmnet and make use of its services.

CONTENT	ILLUSTRATIVE ACTIVITIES
1. Community Helpers	
a. The Police Department (1) The Patrolman (2) The Motorcycle Policeman (3) The Courts	The children should recognize the policeman as a friend to whom they may go for help if they need it. The patrolman assigned to the school district should be introduced to the class and talk to them. Safety is an important part of this unit in teaching traffic lights and safety in crossing streets. "Stop" and "Look" before corssing should be emphasized. A trip to the police station would provide very good learning stimulus. The court could be developed as a means of help.
(4) The Crossing Guard	This very important helper can visit and talk to the children. They can observe her at the corner and recognize their relationship.
b. The Postal Service	
(1) The Postman (2) The Post Office	The school postman might visit the class and show the children his bag and talk about his job. The children might visit the district and main post office. They could learn to recognize stamps and to wrap packages. Valentine's Day provides a good opportunity to have class mail. A class mail box could be constructed for valentines.

	Envelopes and valentines could be made. The class could send for circulars through the mail, send invitations, write "thank you" notes. Scrap books could be kept of letters and pictures.
c. The Fireman	The fire department protects us from destruction by fire. A visit to the fire department brings increased understanding. The children could watch passing fire engines. They should recognize a fire alarm box and know how to turn in an alarm. They should become familiar with fire fighting equipment in the school. They should practice fire drills until their responses are automatic, and they move quickly and quietly. Safety in relation to fires should be emphasized (matches and stoves).
d. The Doctor	The school doctor can visit the class and talk to the children. He may be asked to show the children the contents of his medical bag and tell them about the instruments. This very important helper can helpers allay fears and establish trust so that the children look upon him as a friend. Play kits for doctors can be used by the children to establish acceptance of medical assistant. POISON labels should be displayed and taught. The children should be cautioned about medicine bottles. They should be helped to recognize the importance of the doctor's orders in taking medicine, etc.

e. The Nurse	The school nurse can visit the class and talk to the children. She might show them how to wash their hands and discuss cleanliness, proper sleep and food. Her position as the doctor's helper should be explained.
f. The Dentist	If a neighboring school has a dental clinic, the children might visit a dentist. Pictures and stories should be used. Children are frightened frequently by the dentist. Care of the teeth should be a vital part of the unit. Check charts following daily inspection help maintain interest. Children more advanced can make simple toothbrush holders.
g. The Milkman	The school deliveryman can talk to the class. Milk distribution can be an important daily event. Counting milk money is an important weekly event. A unit on the source of milk and its uses is interesting. It implies a trip to the dairy to see cows. Milk is used in cooking. The children might cook simple puddings or make cupcakes by adding milk to mixes.
h. The Breadman	The breadman delivers bakery goods to the home. The children can practice identifying and counting out money to purchase. They might want to bake some things for a party. A trip to a bakery should prove interesting and provide many related activities.

i. The Deliveryman	The deliveryman makes stops at homes. The children should learn polite behavior. They should also be cautioned against letting people in without credentials.
j. The Gas Man	The gas man comes to check meters. The class can observe the school meter and learn its use.
k. Ice Cream Man	The children can learn to count money for buying ice cream. They should learn how to ask for their choice. A trip to an ice cream plant might be arranged.
l. The Barber Shop and The Beauty Shop	These important helpers keep hair in proper condition. Proper manners should be developed for this necessary service. A visit to a barber shop and a beauty shop would be helpful in establishing understanding. Combing hair could be emphasized in class. Each child should have his own comb.
2. Community Services	
a. Kinds of Stores (1) Super markets (2) Grocery (3) Variety stores (4) Drug stores (5) Clothing stores (6) Department stores (7) Hardware stores (8) Shoe stores (9) Bakeries (10) Produce markets (11) Sporting goods stores	The children should have as many trips as possible to see these stores and buy in them. They should learn: 1. Buying manners 2. Buying techniques 3. Careful speech and method of requesting articles 4. Identification of coins 5. Techniques for being careful of money and change

- (12) Florist
- (13) Music stores
- (14) Gift shops
- (15) Stationery stores
- (16) Book stores
- (17) Electrical applicance stores
- (18) Rug stores
- (19) Markets

Stores can be made in the room for selecting and buying techniques. Charts of objects from various stores can be made for identification of objects. Picture card games can be made for assorting according to the store and for identification. Real objects should be used for identification.

b. Kinds of Business

- (1) Automobile sales agencies
- (2) Garages
- (3) Painters
- (4) Interior decorators
- (5) Masons
- (6) Carpenters
- (7) Plumbers
- (8) Floor finishing and floor laying
- (9) Builders
- (10) Industry (manufacturers)
- (11) Machinery
- (12) Landscapers
- (13) Real estate firms
- (14) Banks
- (15) Electricians
- (16) Plasterers
- (17) Restaurants
- (18) Laundries

The children who are capable of achieving these concepts should have the opportunity to explore this aspect of the community. Some may be capable of employment and should have these experiences. This unit should be used only with the oldest and most advanced groups.

c. Sheltered Workshop

The children who are working with the "Kinds of Business" units should have a short unit on the "Sheltered Workshop." A trip to the center could stimulate interest. The assembling, assorting, etc. technique could be practiced in the activity period to sharpen and develop skills so that the children could be elibible for work there.

d. The Hospital and Clinic	The hospital is often very important to the trainable child for he has almost always spent some time there. Removal of fear (if it exists) and emphasis on the hospital as a place which offers physical help should be the keynotes in this topic. The class could visit a hospital or clinic. They could see films and film strips. The importance of cooperation with the doctors, nurses, and attendants should be emphasized.
3. Recreation in the Community	
a. The Parks and Zoos	A cook-out and a visit to the zoo might be arranged to acquaint the children with the park facilities. A zoo unit is very interesting. The children can mold animals and put them in shoe-box cages to make their own zoo. The animals can be made of clay, pipe stem cleaners, or paper cut-outs. They can play games of identification of animals with picture cards. Charts may be made of the various animals and rhythms, and songs can be learned to strengthen recognition.
b. The Movies	The children learn movie manners by seeing movies in the school. A "Theatre Party" might be arranged for a class. A home-made movie can be made by putting a roll of pictures in a box and turning the roll a picture at a time. If a parent or teacher has a home movie camera, the class activities might be photographed

	and shown. A school project would also make a good movie. The Audio-Visual Aids Catalog lists many movies which would be interesting to the children.
c. Bowling	Trainable children derive much enjoyment from bowling, and some do very well. A school bowling club might be organized by the parents.
d. Swimming	Safety water rules should be developed. A school swimming club might be organized. The Y.W.C.A., Y.M.C.A., Y.M.H.A., and Y.W.H.A. have pools and instruction. Films of water safety should supplement this activity.
e. Recreation Centers	The parents of the mentally handicapped have a recreational activity which meets weekly. Parents should be acquainted with this activity and encouraged to take their children.
4. Religious Centers	Attendance at a church or synagogue provides a very important experience for trainable children. Several churches and synagogues have organized special classes for them. Parents should be encouraged to look into these advantages. In addition, recreational groups have been organized in some instances which provide a weekly social experience.
5. Organized Services a. Boy Scouts b. Girl Scouts c. Y.M.C.A. d. Y.W.C.A. e. Y.M.H.A. f. Y.W.H.A.	These groups offer programs which are organized for child development. There are many fine activities which should provide valuable experiences for the trainable child. Visits to headquarters might be arranged to acquaint the

children and parents with the advantages. Scout groups might be organized in the schools.

6. Transportation in the Community

a. The Bus

The children ride to and from school by bus. Manners must be developed:

1. Sit quietly;
2. Keep arms inside windows;
3. Talk quietly.

The children should also learn about the fare on the public bus and where to put it. They should learn about transfers. The community study with the map of Baltimore might be used to trace trips - east, west, north, south.

b. Private Car

The family car can be discussed in terms of seating capacity and make. Model cars may be used to play with. Safety should be an important aspect:

1. Sit quietly in the seat;
2. Never touch the driver, the wheel, the gas pedal;
3. Lock door before starting the ride.

c. The Train

A visit to the railroad station to learn about:

1. Trains;
2. Tickets;
3. Railroad station.

The kinds of trains should be discussed and their purposes clarified. An electric train could be set up for the children to watch and play with.

d. The Airplane	A visit to the airport should be made to watch planes and to walk through a plane to see its accomodations. This mode of travel should offer many interesting activities. Pictures could be made into scrap books.
e. Boats	A trip to the harbor permits examination of many types of boats. The children enjoy boats and like to see them. They might also play with boats in a tub of water. Pictures of ships make a good scrap book. They might also make some simple boats.
f. Bicycles	This favorite form of transportation for children is interesting. If a two-wheel bicycle could be brought to school, they might learn to ride. Stress should be made on safety rules.
g. Taxis	Many children come to school in taxicabs. The children might learn how to hail a cab and might learn to observe the meter.
h. Trucks	This important part of transportation is extremely interesting. The children enjoy seeing the types of trucks. They enjoy playing with trucks.

7. Communication

a. The Newspaper	Since trainable children can never read a newspaper, they cannot read it as a source of information. They should learn about the variety, price, and content of newspapers. They could visit a newspaper plant The school has a school news

	for parents. The older children might learn to operate the mimeograph machine under supervision. They would enjoy composing their class news items and seeing them in print. They could also assemble the papers, staple them, and count them for distribution. If there are illustrations, they might color them.
b. Magazines	Magazines come in great variety. The types of magazines should be demonstrated. Use of the magazine (turning the pages carefully) should be developed. The children should be trained to look for pictures and cut them out and mount them in scrap books or assort them for picture collections. Large attractive pictures can be mounted on cardboard and cut out as jigsaw puzzles. Sequence can be developed by arranging pictures in order. Pictures can be assorted under classification as a game.
c. Books	The children enjoy looking at books even though they cannot read them. They should be encouraged to talk about the pictures and stories to develop language. Short simple stories can be read to them, always showing pictures as the story develops. Advanced trainables can read simple books and will enjoy making scrap book readers of simple chart stories. A library table of picture books should be available. The children should have a trip to the regular library and would enjoy a regular story hour if possible.

d. Telephone	This very important aspect of communication is a part of the trainable child's home life. Play telephones in the classroom provide an opportunity for practice. Language lessons provide for instruction for techniques, and all children can learn to dial. OPERATOR for help. The children can call from school, and a pay booth. A trip to a telephone company office to see how the operators work would be instructive. The children should learn their own telephone numbers.
e. Telegraph	The telegraph needs to be presented as a means of communication. The children should see a telegram. They might profit by a visit to a telegraph office to see forms for telegrams and to observe the operators.
f. Radio	The radio is a vital part of the children's lives. They listen to the radio and enjoy the music and programs. They should learn how to operate the radio and to understand the types. Many have transistor radios and radios in their rooms. They should learn radio manners: 1. Control the volume; 2. Tune in a station properly. A trip to the radio station would be most valuable.
g. Television	This form of communication provides perhaps the most vital experience in the trainable child's home life. The

children are familiar with the programs and have favorites which they view and enjoy. They should be taught television manners:

1. How to turn on the set;
2. How to control the volume;
3. How to control the picture;
4. How to distinguish the buttons to be touched and not to be touched;
5. How to view quietly.

Good programs to be viewed should be brought to their attention. Elementary concepts of time should be developed through awareness of the program scheduling. Appropriate school programs should be viewed as class or school projects. A visit to a television studio would be a very profitable experience.

F. HOLIDAYS

Holidays are always an important part of the children's lives. They can provide many interesting activities in the classroom, but the teacher should avoid spending too much time on any one holiday. A week for the minor events and two weeks for major holidays should be the time limit.

CONTENT	ILLUSTRATIVE ACTIVITIES
1. Hallowe'en This is a "fun" holiday which the children enjoy. It may be celebrated by: a. A costume parade b. A class party	Making hats or costumes Making paper bag masks Preparing cookies Learning Hallowe'en songs and poems Dancing "fun" dances, such as square dances or group dances Making mats and table decorations Writing invitation letters

		Making greeting cards Preparing room decorations Learning to march in a parade Having costumes judged
2.	Thanksgiving This is the home and hospitality holiday. It can be celebrated by: a. School Thanksgiving dinner b. Class dinner c. Program about the first Thanksgiving	Buying food for dinner Preparation of food for the dinner Learning to serve food Making decorations for room and table Making costumes for a play Making greeting cards Writing invitations Singing Thanksgiving songs Seeing Thanksgiving films Dancing Indian dances Listening to Thanksgiving stories Learning Thanksgiving poems Practicing table manners
3.	Christmas This is a family holiday accompanied by gifts and merriment. It can be celebrated by: a. A class party b. A school party c. Adopting and making gifts for a worthy group d. Making gifts for the family e. Learning the meaning of Christmas	Making gifts for family and friends Making cookies and candy Making decorations for room, home, and school Composing simple charts about the Christmas characters Learning Christmas songs Learning Christmas poems Making Christmas cards and envelopes Making tree decorations Preparing a Christmas program with songs and dances Collecting food and making up Christmas booklets Having a party for "people who help us" Preparing a Christmas dinner Viewing Christmas films
4.	Lincoln's and Washington's Birthdays These are difficult holidays for the children to really understand. They do not comprehend the historical significance but should learn the following:	Viewing appropriate films Looking at picture books Singing appropriate songs Learning old-fashioned dances Making silhouettes Presenting shadow plays Examining coins and bills with Washington and Lincoln on them

	a. Who were Lincoln and Washington? b. What do they mean to America? c. Why do we celebrate their birthdays?	Presenting programs using songs and dances Composing simple chart stories Making Washington and Lincoln booklets.
5.	Easter Since Easter is a religious holiday, the understanding of this holiday should be left to the home. Easter comes around the beginning of Spring. The classes might spend their Spring holiday preparation learning about the changes which Spring brings.	Flowers, trees, and birds Plant seeds. Learn to identify and care for flowers. Watch temperature changes. Decorate scarves with flowers. Make flower booklets. Learn Spring songs. Play hopscotch, jumping rope. Watch for and identify birds. Make bird booklets. Make a bird house and a drinking bird bath. Paint friezes to decorate room. Make plant sticks. Make plaster of paris molds of birds. Participate in dramatic play about bird movement. Make papier mache birds. Make flower and bird decorations for room.

REPORTING AND RECORDS

I. Anecdotal Records

A. Purpose of Anecdotal Records

Growth for the most part is extremely slow in trainable children. The organizational range of their ability is erratic. They have, like all children, special abilities. They also have areas of complete inability. Some, for instance, have excellent speech. Many have little. Some, until quite advanced chronologically, have none. These are challenging children to teach because, unlike "normal" children, they vary so dramatically in what can be expected. It follows, then, that trainable children need very thorough observation if the teacher is to learn to know them and plan a program which will develop their potentials.

One of the best ways to gather data is by keeping short, consistent, anecdotal records of the behavior of the children. These anecdotes can collectively give an overview which helps the teacher gain an insight into the make-up of the pupils. Carefully-kept anecdotes offer very important assistance in planning a program geared to meet individual needs.

B. Method for Writing Anecdotal Records

1. Frequency

Anecdotal records should be kept consistently for each child. For children who are making a generally satisfactory adjustment, they may be noted weekly. For children who present problems, there should be daily entries.

2. Source of Records

The anecdotal records should describe behavior in these areas:

a. Social adjustment
b. Emotional development
c. Physical development
d. Mental development

3. Techniques for Writing Anecdotal Records

a. Statements should be factual; a simple description of behavior as it occurred.

   b. There should be no teacher interpretations of behavior, simply a description of behavior.
   c. Anecdotes should be short.
   d. Anecdotes should represent a broad sampling of information.

4. Areas of Observation

   a. Working and playing as an individual
   b. Working and playing as a member of group
   c. Working and playing as a member of the class
   d. Working and playing as a member of the total school

5. Form for Records

   a. May be kept in individual notebooks
   b. May be kept on sheets of paper in folders
   c. Must be dated and kept in order
   d. Must represent a complete sampling
   e. Should be summarized monthly by areas

6. Use of Records

   a. Serve as a basis for lesson plans to meet individual needs
   b. Offer source information for parental conferences
   c. Give supporting data for admission, retention, or exclusion
   d. Offer data for referrals to resource agencies
   e. Serve as a basis for "Progress Reports" and "Summary of Pupil Development"

II. Parental Conferences

A. Purpose of Conferences

1. To establish rapport between school and home

   a. The school must work very closely with the family for continuity of development.
   b. The parent should clearly understand and carry on the objectives set up in the school.
   c. The parent is an important member of the team and can offer very valuable information about the child.
   d. The parent must carry on clinic and health activities.

2. To maintain a secure living environment for the children
    - a. Trainable children must have a controlled environment based on understanding between home and school.
    - b. The home and school should present consistent standards.

B. Basic Techniques for Conferences

1. Establish a warm relationship with parents: sympathetic but professional.
2. Operate conference based on factual data: anecdotal reports and children's work.
3. Make careful preparation for the conference.
4. Keep a close control on negative comments: these depress parents.
5. Offer clear, concise, positive directions for parental cooperation.
6. Emphasize the need for continuity of plans: home and school.

C. Conference Scheduling

1. A scheduled mid-year conference is a requirement for parent reporting.
2. Conferences should be scheduled.
3. Conferences should be held at a mutually convenient time.
4. Conferences should have a time limit.
5. Conferences should be held where there will be no interruptions.
6. Parents may be notified (and given an alternate date) by mail or by phone.
7. An "appointment" conference may occur at any time during the school year when there is a felt need.

III. The Progress Report

A. Purpose of the Progress Report

1. Serves as a formal report card which compares with report card received by other school children.
2. Offers concrete summary of the child's progress.

B. Date of Issue

The Progress Report is taken home on the last day of the school year.

C. Structure of the Progress Report

1. Check marking system

   a. Has made progress
   b. Has made some progress
   c. Has made little progress
   d. No progress should be presented in the section, "What Can You Do To Help Your Child?," as a comment.

2. Scope of Report

   a. Progress as an individual
   b. Progress as a group member
   c. Progress educationally

      (1) Language
      (2) Numbers
      (3) Social living and activities
      (4) Music
      (5) Physical education
      (6) Special activities

IV. Summary of Pupil Development

A. Purpose of Summary

1. Presents overview of year's development in all areas
2. Becomes part of school record in child's folder
3. Serves as reference for teacher in checking growth

B. Date of Completion

1. Is completed during last week of school
2. Is filed in the child's folder by close of the school year

C. Structure of Summary Sheets

1. Check marking system

   a. Based on three level graded description of each area of development
   b. Scale varies with topic

2. Scope of summary

    a. Self development
    b. Group development
    c. Growth in knowledge and skills

        (1) Language arts
        (2) Number activities
        (3) Social studies
        (4) Maniuplative skills